

Williamsburg Elementary School

Discipline Guide

“The safe teaching and learning of intended curriculum for all students, including misbehaving students, is the first priority at West Franklin Schools.”

All disciplinary action must support the district goal written above. Discipline is one of many ways in supporting the teaching and learning process. The focus of all discipline procedures is to lessen the negative impact that misbehavior has on a safe, orderly and academically productive environment.

Besides maintaining a safe and orderly environment, the discipline process must protect the time assigned for learning. It is important to decrease the amount of interference that misbehaviors cause in the academic engagement time for both the class and misbehaving student. There should be no hidden agendas when it comes to discipline. The handling of all discipline situations must support the teaching and learning of the intended curriculum for all students, including misbehaving students.

Definition of Discipline

Discipline is a process designed to teach, model and apply appropriate consequences to ensure a safe and productive learning environment by changing unacceptable behavior to acceptable behavior. The key words of this definition will sum up the expectation for all staff and students:

Process: Discipline is a process that must support the first priority of the school, “The safe teaching and learning of intended curriculum for all students, including misbehaving students” This process is ongoing, with continuous evaluation and adjustment.

Teach: The desired outcome of the discipline process is to change unacceptable behavior to acceptable behavior. Teaching students acceptable behavior is one of the most effective means of establishing a safe, orderly and academically productive classroom environment. Students come to school with differing values and a differing sense of right and wrong. Therefore, it is our responsibility to teach all students the expected behaviors.

Model: One of the most effective means of teaching is through example, by modeling. All staff members are expected to model the behaviors expected of students and to positively reinforce students when they demonstrate positive behavior.

Appropriate Consequences: Consequences can be positive or negative. Appropriate consequences are consequences that are in line with the first priority, “The safe teaching and learning of intended curriculum for all students, including misbehaving students ...” with the goal being to change unacceptable behavior to acceptable behavior. An appropriate consequence is any consequence that

lessens the effect the misbehavior has on the teaching and learning of other students and holds the misbehaving student responsible for the learning activity.

Responsible Behavior: The ultimate goal in the area of discipline is the development of students who demonstrate self-discipline and choose to behave in a responsible manner, with staff determining what is responsible.

Changing Unacceptable to Acceptable: There are no hidden agendas in this discipline process. The goal is not punishment but to change the unacceptable behavior in a manner than has the least effect on the teaching and learning process for all students.

The definition of discipline provides us with the structure and consistency necessary to maintain a safe, orderly and academically productive environment that the staff, students, parents and public expect at all times.

Student Expectations

- Demonstrate self-respect, respect for others and respect for all things in the school environment
- Help maintain standards for all individuals at school and at school related activities for a safe and orderly environment through the use of self-discipline
- Handle all conflicts without the use of violence or threats of violence and with respect for the rights of all
- Students and staff are expected to be on-task at all times while in the classroom or engaged in learning activities
- Complete all academic tasks
- Attend school regularly and arrive to class on time
- Assist misbehaving students to change their unacceptable behavior to acceptable behavior

Identified Levels of Unacceptable Behavior

To provide consistency in the handling of behaviors, there are three levels of misbehavior defined that will direct the staff in the handling of all misbehavior. The identified levels address the three branches necessary to provide a positive and productive teaching and learning environment (safe, orderly, academically engaged).

Level 4: Safe Environment – Students cannot learn and teachers cannot teach if they do not feel safe. The first key to a productive teaching and learning process is to assure a safe environment for all to eliminate *misbehaviors that are intended to cause another individual physical or mental harm or are illegal.* Behaviors that contribute to an unsafe environment will not be tolerated and are non-

negotiable. They will be dealt with immediately. The following are some, but not all, of the misbehaviors that cause a school environment to be unsafe. These will not be tolerated:

- Fighting – assault or battery of any kind
- Intimidation/threats/extortion/harassment/bullying
- Sexual harassment of any kind (verbal/nonverbal)
- Disrespect toward staff (cursing, name calling)
- Open defiance
- Intentional destruction or defacement of property
- Alcohol/Tobacco/Controlled Substances (possession, sale, under the influence)
- Arson
- Theft
- Weapons (possession or use)

Level 3: Orderly Environment – The second key to a productive teaching and learning process is to assure an orderly environment – eliminating *misbehaviors that normally occur outside, but possibly inside, the classroom that are not intended to cause physical or mental harm* to another individual but do negatively affect an orderly education environment. Students are expected to handle themselves in a positive manner at all times in all areas (such as the classroom, cafeteria, hallways, and school grounds and at school activities). The following are examples of behaviors that will not be tolerated:

- Disruptive behavior in the hallway (loud voices, pushing, running, inappropriate language, inappropriate comments, inappropriate physical contact)
- Disruptive behavior in the cafeteria
- Disruptive behavior at a school activity
- Disruptive behavior before or after school
- Truancy/Tardiness
- Cursing/Inappropriate language
- Offensive comments
- Being in the hallway without a pass or teacher approval
- Gambling
- Solicitation (selling unauthorized items at school)
- Inappropriate literature
- Inappropriate display of affection
- Dress code violations
- Horseplay (activity that would be considered “goofing- off, just playing-around or rough-play”)

Level 2: Productive Classroom Environment – Any *behavior that interferes with another student’s ability to learn* cannot and will not be tolerated. Level 2 misbehaviors are the highest classroom priority. The following are examples of Level 2 misbehaviors:

- Failing to follow a reasonable request of staff
- Talking out/Interrupting
- Engaging in horseplay
- Disturbing another student in any way
- Cheating/Plagiarism
- Being out of seat without permission
- Showing disrespect
- Being defiant
- Using equipment improperly
- Negativity (comments or actions)

Level 1: Productive Environment – Misbehaviors that occur in the classroom that affect only the disruptive student are considered Level 1. This type of behavior is considered at the lowest level because it does not negatively affect a safe and orderly environment and it does not interfere with other students' opportunity to learn. The teacher should not stop the learning activity to deal with such behaviors. Examples are:

- Not having appropriate equipment and materials
- Sleeping
- Being off task, but not disrupting others
- Failing to complete assignments or turn them in
- Failing to participate in class

Level 1 misbehaviors are the *responsibility of the classroom teacher*. Student conferences and parental contact are many times the best way to problem solve these situations.

Determining the Level of Misbehavior

The four levels will give staff the structure to know the urgency of handling inappropriate behavior and some indication of what to expect. The above lists are not all-inclusive. If there is confusion as to the level of misbehavior, ask the following questions(s) in this order:

1. Is the behavior intended to cause another individual *physical or mental harm and/or is it illegal*? If the answer to this question is yes, then no matter where the behavior occurred this is a *Level 4 behavior and must be handled immediately*. If the answer to question 1 is no and the behavior occurred in the classroom, the next question would be ...
2. Does the behavior actually *interfere with the learning of other students*? If the answer is yes, then it is a *Level 2 behavior and must be handled immediately* and quickly so the learning activity can continue without further interruption. If the answer is no, then this is a Level 1 behavior and should be handled without interrupting the learning activity. If the behavior occurred

outside the classroom and the answer to question 1 was no, then this would most likely be a Level 3 behavior and the designated supervisor in the area is expected to correct/document the behavior.

Possible Consequences

The following consequences are commonly used, have been used in the past and will continue to be used at Williamsburg Elementary School with this discipline process.

- Ignoring the behavior
- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Verbal redirection
- Informal, private discussion
- Time out
- Extra period
- Detention
- Behavior contract
- Teacher/Student/Parent conference
- Loss of assignment credit for cheating/plagiarism
- Referral to a principal
- In-school suspension
- Temporary or permanent change of schedule
- Suspension from school related activities
- Out-of-school suspension
- Referral to outside agencies
- Long term suspension
- Expulsion from school for up to 186 days

Levels of Unacceptable Behaviors and Ranges of Expected Consequences

Having hard, fast, automatic consequences for misbehavior is not an effective way to change inappropriate behavior to acceptable behavior and does not provide staff the flexibility to handle each situation independently. To bring about some type of consistency in the handling of the different levels of misbehavior, a range of consequences has been established and will be the rule of thumb.

Level 4: Safe Environment – For behaviors that are intended to cause another individual physical or mental harm and/or are illegal, the possible consequences are:

- Detention
- In-school suspension
- Suspension from school related activities
- Out-of-school suspension
- Behavior contract
- Referral to outside agencies
- Long term suspension
- Expulsion for up to 186 days

Level 3: Orderly Environment – For behaviors that are not intended to cause physical or mental harm to another individual and are not illegal, but do negatively affect an orderly educational environment, the possible consequences are:

- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Verbal redirection
- Informal, private discussion
- Time Out
- Extra period
- Detention
- Teacher/Parent/Student conference
- Referral to the principal
- In-school suspension
- Temporary or permanent change of schedule
- Suspension from school related activities
- Out-of-school suspension

Level 2: Productive Classroom Environment – For behavior that occurs in the classroom and interferes with the learning of others, the possible consequences are:

- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Verbal redirection (the exact behavior must be identified and the offender told respectfully to stop)
- Informal, private discussion
- Time Out
- Extra period
- Detention
- Teacher/Parent/Student conference
- Loss of assignment credit for cheating/plagiarism
- Behavior contract
- Referral to the principal
- In-school suspension
- Temporary or permanent change of schedule
- Suspension from school related activities

Level 1: Productive Personal Environment – For behaviors that occur in the classroom and affect only the disruptive student, the possible consequences are:

- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Verbal redirection (the exact behavior must be identified and the offender told respectfully to stop)
- Informal, private discussion
- Time Out
- Extra period
- Behavior Contract
- Teacher/Parent/Student conference

Definition of Consequences

- Behavior Contract** A contract is developed between the student and teacher to correct inappropriate behavior. The plan is sent home to parents/guardians for their signature.
- Extra Period** 3:25-3:45 pm
A period of 20 minutes assigned by and served with teaching staff. A one day notice to serve the extra period will be given to the student and parents/guardians will be informed with a telephone call or written notice. Students who fail to serve an extra period will be assigned a detention.
- Detention** 3:30pm – 4:00pm
A period of 30 minutes assigned by and served by teaching staff after school. A one day notice to serve the detention will be given to the student and parents/guardians will be informed with a telephone call or written notice. A parent or guardian will be responsible for picking up the student. Students who fail to serve a detention will be assigned in-school suspension.
- ISS** Students may be assigned to the In-school suspension room by a building administrator. Parents/Guardians will be contacted by the office with a telephone call. Written notice will be mailed to the student and parent/guardian via United States Postal Service. Students receiving “three strikes” during an ISS assignment will be assigned to an out-of-school suspension for the number of days assigned to ISS.
- OSS** Students may be assigned an out-of-school suspension by a building administrator. Parents/guardians will be contacted by the office with a telephone call. Written notice will be mailed to the student and parent/guardian via United States Postal Service. If a parent/guardian cannot be contacted, the student will serve the remainder of the day in ISS until contact is made.
- Expulsion** An expulsion is an out-of-school suspension for up to 186 school days.